

Science

Matter and Energy will be the focus of second trimester Science lessons. In this unit we will come to know energy as the causal agent behind every action or activity. We will explore sources of energy, such as the Sun, batteries, fuels, and food and identify forms of energy, such as electricity, heat, light, sound and moving masses.

We will be developing the idea that matter is the substance of which all physical objects are composed of and energy is the ability to do work. Our study of matter will extend to phase changes, including melting, the shift from solid to liquid, and evaporation, the shift from liquid to gas. Your child is probably familiar with phase changes in water (ice to water to water vapor) but many will appreciate for the first time that these progressions apply to thousands of materials, ranging from oxygen to rock.

You can help your child by asking him or her to share the ideas we are working on to extend the ideas to matter and energy at home. Following are some simple assignments to reinforce the concepts that your child learns in the class. These might stimulate some interesting conversation and possibly an investigation of your own that relates to the science work we are doing in class.

班級：_____ 座號：_____ 姓名：_____

Home / School Connection

Investigation 1: Please explore five sources of energy at home and complete the following chart The due date is on Friday, December 12th, 2013

物品／Object	什麼能源？ What was the energy source?	哪種能量？ What kind of energy?	轉換成哪種能量？ Convert into what energy?
e.g. 手電筒／Flashlight	電池／Batteries	電／Electricity	光／Light

Investigation 2: The due date is on Friday, December 12th, 2013

	固體／solid	氣體／Gas	液體／liquid
eg.	糖／sugar	瓶子裡的空氣／the air in the jar	果汁／juice

Investigation 3 The due date is on Friday, December 19th, 2013

Please have your child start an energy toy collection and have your child bring the collection to share in the class. Please have a discussion with your child about the possible energy stored prior to the due date. The energy might be stored in batteries, springs, or spinning flywheels. Some possibilities include model cars, twirling dolls, and wind-up animals. The due date for investigation 1 and 2 and the energy toy collection sharing will be further noted in your child's agenda.

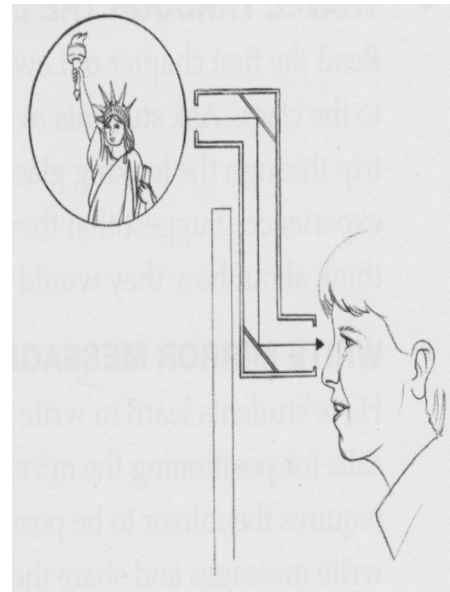
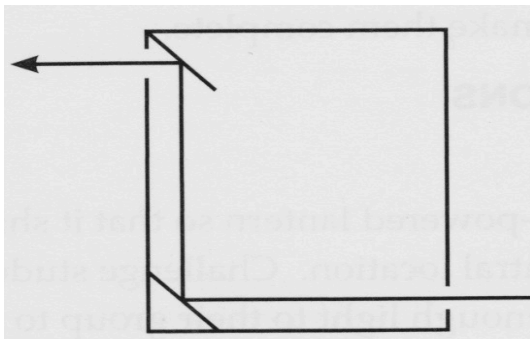
Investigation 4 (It is optional) The due date is on Friday, February 27th, 2013

In the classroom, they will learn that a mirror can be used to reflect light, that is, to change its direction of travel. Your child will learn about reflected light using mirrors to reflect a bright spot onto walls and discover ways to see objects behind him or her. You may have your child do the following activities at home to reinforce what he or she learned in class.

I. Make A Periscope:

A periscope is a tube with a mirror at each end. It works by following two basic principles. One is that light travels in a straight line. The other is the law of reflection, that the angle of incidence is equal to the angle of reflection. In a periscope, the far mirror is pointed at an object. Light from the object reflects off the far mirror. The light bounces onto the closer mirror and then into the eyes of observer.

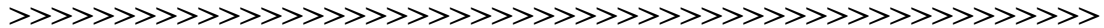
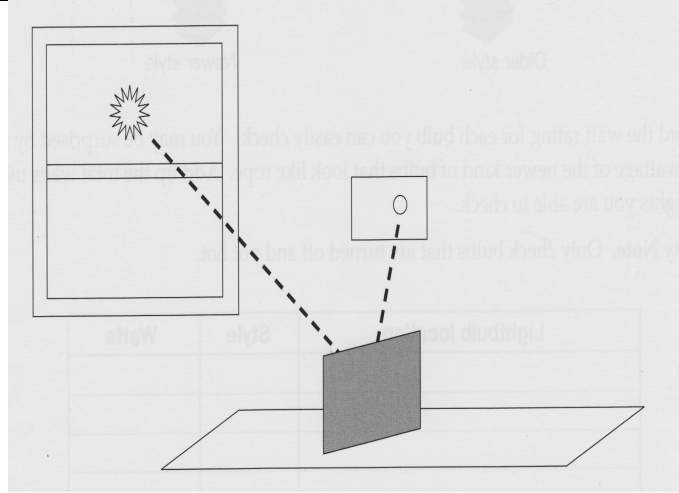
Make a cereal-box periscope with a box and two mirrors.



II. Observe Earth Turning

Find a window where light from the Sun shines in. Position a mirror to reflect sunlight onto a wall. Tape a piece of paper there. Mark the center of the reflection of the Sun. Wait 10 minutes and mark the center of the reflection again. Did the reflection move? Why?

Safety Note. Never look direction at the Sun or reflect sunlight in a person's eyes. Both can damage eyes



Social Studies

This trimester, we will start out with “The Economy of Your Region”. Your child will learn the differences between goods and services; type of resources, such as capital, human, and natural resources; and the concepts of “wants” versus “needs.” To make the concept more concrete and tangible, we make, save and spend “class money” in exchange for goods and/or services.

Following are the class activities and materials your child will need to bring from home:

1. Group Collages

- a. Students will bring any one magazine with images/pictures by **Thursday, January 22nd.** *Note: You do not need to purchase a new one as long as the magazine has many photos.*
- b. Your child will use magazines to cut out different categories, such as service, goods, as well as natural, capital and human resources to create classroom group collages

2. Classroom store

- a. Your child will bring at least two things such as toys or books that he or she no longer plays with or uses. (Please have your child bring these items to the classroom by **Friday, February 6th**). These items will be added to our classroom store.
- b. Items students bring to school will not be returned, but in return, your child will be able to purchase goods from the classroom store.
- c. Students will learn how to budget by running our classroom store. They will start earning “classroom money” by completing homework on time, behaving appropriately, being kind to others, doing their best in the classroom, etc.
- d. Students can use the money that they have earned to purchase goods from the classroom store.

Here are some of the activities that you can do at home to reinforce the concepts your child learns in the classroom.

Talk Together

Economy of Your Region Unit

- Discuss the steps you follow when you are going to buy something expensive, such as a television or car. For example, do you comparison shop, set a spending limit, or wait for a sale.

In addition to learning about the economy of our region, your child will also study “Land and Water in Your Area.” Here are the main ideas that we are learning:

- Physical features such as deserts, mountains, and oceans make up our environment.
- The desert region has many flat, low areas.
- The valley region is flat, and rivers flow through it.
- The coast region has mountains, hills and cliffs.
- The mountain region has mountains and lakes.
- People use the things in our region to meet their needs.
- Sometimes people change the environment to help meet their needs.
- There are many reasons to protect environment.

Family Activities:

Discuss whether you live in a desert, coast, mountain, coast mountain, or valley region.

Which of your community’s features help you to know that?

Learn Together

Help your child learn how people and their environments affect each other

- How has your family change your home (by rearranging furniture, for example) to improve the way you live? How is this similar or different to changing the environment of a region to meet people’s needs?
- Draw a map of your home or a room in your home. On the map, show where different resources can found, such as flashlights, towels, food, or books.
- List how your family helps protect the environment (by recycling, for example). Then find out other ways you can help the environment and implement one of these ideas.

Read Together

Types of Maps, by Mary Dodson Wade. (scholastic Library Publishing ISBN 0-516-27768-5, 2003) Nonfiction

Letters Home from Yosemite, by Lisa Halvorsen. (Gale Group, ISBN 1-56711-462-8, 2000)

Dams, by Chris Oxlade. (Heinemann Library, ISBN 1-57572-277-1, 2000) Nonfiction

California Illustrated Oral Presentation

Tentatively scheduled for the week of February 23rd, 2015

In order for students to have a more in depth understanding of California regions, your child will give a minimum of one and a half minute oral presentation on the state of California. Your child can introduce California by using personal experience, researching online or interviewing people. I will play a couple of my last year students' oral presentation videos so your child will have a better idea about how to prepare for his or her presentation.

Suggestions for topics that your child can include in his or her project

- Famous tourist attractions: Disneyland, beaches, ski resorts, museums, or cities
- History of California over time
- Symbols of the state of California such as the state flower, state tree, the state animal, or the capital building
- California geography (a map of the United States to show the location of California or a California map to help students locate the areas that your child introduces)
- Important resources that California provides
- California economics, such as technology, movie entertaining industry, agriculture
- California demographics

In addition to the topics that I mentioned above, your child is welcome to include any other topics that he or she will further research. Please be creative to design your project that is visually appealing.

The things that need to be included in the project:

- Class and Name of your child
- At least five visual aids including pictures or artifacts
- Footnotes with pictures (can be hand written or typed)
- Illustrations to see if they fit

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Chinese Language Arts

In the second trimester, we will cover the following Chinese lessons

第四課 Lesson 4 - Oceanic World

第五課 Lesson 5 - A Scarf for Grandma

第六課 Lesson 6 - North Wind and the Sun

Chinese Grade Level Characters:

Acquiring new characters is challenging for students and it is even more difficult to retain them. Our goal for the second trimester is not only to acquire the new Chinese characters but also retain what your child has learned in the first trimester. Your child will be tested on all the characters including the first trimester and the second trimester.

Chinese Story Retell Oral Presentation:

The skill of retelling a story is a prerequisite for students to have in order to develop their own stories. Your child will present at least a two minute oral retell of a Chinese book / story of his or her choice. Students should retell the story in the correct sequence and in their own words. Visual aid such as posters, storyboards, and props are welcome. For the retell, students will act as if telling a story and not reciting the story itself.

Presentations are scheduled for the week of 1/06 – 1/09.

Elements to include in the retell:

- Main character(s)
- Setting
- Beginning, middle, and end with important details that influence the outcome of the story.
- Problem(s) and solution(s)

[illegible]

Tests

Science tests are scheduled between each theme/topic. The specific test dates will be announced in the class and recorded in your child's agenda.

Matter and Energy unit test is scheduled for Tuesday, January 13th, 2015.

Social Studies :

The test for “The Economy of our Region” is scheduled for Friday, February 13th, 2015.

The test for “Land and Water in Your Area” is scheduled for Thursday, March 5th, 2015.

The Chinese Language Art Chinese character test:

- The first trimester lessons, 1, 2, 3, and 8 review test, is scheduled for Friday, February 6th, 2015. Twenty random terms will be selected for the assessment.
- The second trimester, lessons 4, 5 and 6 dictation test is scheduled for Tuesday, March 3rd, 2015.